

## ANDERSON 5 SCHOOL DISTRICT

400 Pearman Dairy Road  
Anderson, South Carolina 29625

**GRADES** PK-12

**ENROLLMENT** 11,506 Students

**SUPERINTENDENT** Betty T. Bagley 864-260-5000

**BOARD CHAIR** Dr. William Mack Burriss 864-224-6384

**FISCAL AUTHORITY** District Board/County Board/Referendum

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2004

**ABSOLUTE RATING:** **GOOD**

#### Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	13	1	0	0

**IMPROVEMENT RATING:** **AVERAGE**

**ADEQUATE YEARLY PROGRESS:** **YES**

This district met 31 out of 31 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Good	N/A
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Average	Yes

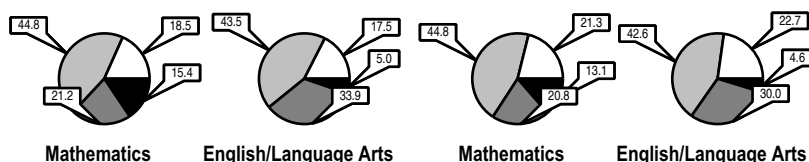
**DEFINITIONS OF DISTRICT RATING TERMS**





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

78.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our District****Districts with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our District</b>			<b>Districts with Students like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed both subtests</b>	80.6	N/A	N/A	78.8	N/A	N/A
<b>Passed 1 subtest</b>	10.9	N/A	N/A	11.5	N/A	N/A
<b>Passed no subtests</b>	8.5	N/A	N/A	9.7	N/A	N/A

**ELIGIBILITY FOR LIFE SCHOLARSHIP\***

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	19.6	16.5
<b>Seniors who met the SAT/ACT requirement</b>	20.5	16.9
<b>Seniors who met the grade point average</b>	57.9	52.7

\*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	5,432	99.8	17.5	43.6	33.9	5.0	38.9
Gender							
Male	2,801	99.6	21.6	45.0	30.7	2.8	33.5
Female	2,631	100.0	13.2	42.2	37.2	7.4	44.6
Racial/Ethnic Group							
White	3,242	99.8	10.5	40.3	42.1	7.1	49.2
African-American	2,048	99.8	28.6	49.0	20.9	1.5	22.4
Asian/Pacific Islander	57	100.0	5.8	36.5	42.3	15.4	57.7
Hispanic	76	97.4	37.1	48.4	12.9	1.6	14.5
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	4,329	99.9	13.3	42.1	38.6	6.0	44.6
Disabled	1,103	99.4	34.8	49.7	14.4	1.0	15.5
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	5,432	99.8	17.5	43.6	33.9	5.0	38.9
English Proficiency							
Limited English Proficient	40	95.0	53.3	40.0	6.7	0.0	6.7
Non-Limited English Proficient	5,392	99.8	17.3	43.6	34.1	5.1	39.1
Socio-Economic Status							
Subsidized meals	2,727	99.7	26.7	50.8	21.1	1.4	22.5
Full-pay meals	2,705	99.9	8.8	36.7	46.0	8.5	54.5
Mathematics							
All Students	5,434	99.9	18.5	44.8	21.3	15.5	36.7
Gender							
Male	2,801	99.8	19.2	44.2	21.4	15.2	36.6
Female	2,633	100.0	17.8	45.4	21.1	15.7	36.8
Racial/Ethnic Group							
White	3,243	99.9	10.0	41.1	26.7	22.2	48.9
African-American	2,049	99.9	32.3	51.5	12.3	3.9	16.2
Asian/Pacific Islander	57	100.0	0.0	34.6	25.0	40.4	65.4
Hispanic	76	100.0	39.1	37.5	17.2	6.3	23.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	4,329	99.9	12.7	43.8	24.9	18.7	43.5
Disabled	1,105	99.9	42.3	49.1	6.3	2.2	8.5
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	5,434	99.9	18.5	44.8	21.3	15.5	36.7
English Proficiency							
Limited English Proficient	40	97.5	50.0	34.4	12.5	3.1	15.6
Non-Limited English Proficient	5,394	99.9	18.3	44.9	21.3	15.5	36.8
Socio-Economic Status							
Subsidized meals	2,728	99.9	29.6	50.9	14.0	5.5	19.5
Full-pay meals	2,706	99.9	7.9	39.0	28.1	24.9	53.1

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	889	99.8	16.8	35.1	40.7	7.4	48.1
	Grade 4	888	99.8	19.5	48.6	29.9	2.0	31.9
	Grade 5	893	99.3	25.2	53.8	20.0	1.0	21.0
	Grade 6	926	99.7	29.0	40.4	24.0	6.6	30.6
	Grade 7	896	99.4	25.5	52.8	19.9	1.8	21.7
	Grade 8	856	99.6	27.2	54.3	15.9	2.6	18.5
<b>2004</b>	Grade 3	907	99.7	11.9	31.0	46.6	10.4	57.1
	Grade 4	904	99.9	13.6	49.8	33.9	2.7	36.5
	Grade 5	912	99.9	12.9	55.8	29.6	1.6	31.3
	Grade 6	891	99.4	23.1	41.7	29.8	5.4	35.2
	Grade 7	947	99.9	24.9	45.7	25.2	4.2	29.3
	Grade 8	891	99.9	20.6	49.8	24.7	4.8	29.5

<b>Mathematics</b>								
<b>2003</b>	Grade 3	889	100.0	15.2	49.8	23.7	11.4	35.1
	Grade 4	888	99.9	12.6	51.1	21.3	15.0	36.3
	Grade 5	893	99.8	16.2	55.8	19.4	8.5	28.0
	Grade 6	926	100.0	21.2	38.8	22.0	18.0	40.0
	Grade 7	896	99.9	23.8	37.7	17.8	20.6	38.5
	Grade 8	856	100.0	26.8	51.2	14.8	7.1	21.9
<b>2004</b>	Grade 3	907	100.0	14.3	52.0	23.3	10.4	33.7
	Grade 4	904	100.0	16.3	48.0	20.3	15.4	35.7
	Grade 5	912	100.0	17.2	46.3	21.8	14.7	36.5
	Grade 6	891	99.8	19.1	39.5	23.2	18.2	41.4
	Grade 7	947	99.8	23.4	39.7	18.6	18.4	36.9
	Grade 8	891	99.9	24.1	45.8	17.3	12.8	30.1

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
All Students	849	94.6	11.3	26.0	30.2	32.4	62.6
<b>Gender</b>							
Male	441	93.7	14.1	24.7	29.1	32.1	61.2
Female	408	95.6	8.4	27.5	31.4	32.7	64.1
<b>Racial/Ethnic Group</b>							
White	542	95.4	5.7	20.6	32.2	41.5	73.7
African-American	286	93.0	21.2	37.5	27.4	13.9	41.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	91.7	40.0	20.0	10.0	30.0	40.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	758	96.2	7.9	25.2	32.2	34.6	66.8
Disabled	91	81.3	45.7	34.3	10.0	10.0	20.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	849	94.6	11.3	26.0	32.0	32.4	62.6
<b>English Proficiency</b>							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	845	94.6	11.0	26.1	30.4	32.6	63.0
<b>Socio-Economic Status</b>							
Subsidized meals	308	91.2	20.8	39.4	24.5	15.3	39.8
Full-pay meals	541	96.5	6.2	18.9	33.3	41.5	74.9

<b>Mathematics</b>							
All Students	847	93.4	14.4	27.1	32.0	26.5	58.5
<b>Gender</b>							
Male	440	92.5	15.3	23.8	30.1	30.8	60.9
Female	407	94.3	13.5	30.5	34.0	22.0	56.0
<b>Racial/Ethnic Group</b>							
White	540	94.3	8.4	22.7	33.9	35.1	68.9
African-American	286	91.6	25.9	35.7	29.8	8.6	38.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	91.7	30.0	40.0	10.0	20.0	30.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	757	95.2	10.6	26.9	34.3	28.2	62.5
Disabled	90	77.8	55.2	28.4	7.5	9.0	16.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	847	93.4	14.4	27.1	32.0	26.5	58.5
<b>English Proficiency</b>							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	843	93.4	14.2	27.1	32.1	26.6	58.7
<b>Socio-Economic Status</b>							
Subsidized meals	307	89.3	24.6	38.8	25.4	11.2	36.6
Full-pay meals	540	95.7	9.1	20.9	35.4	34.6	70.1

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All students	587	96.9%	611	19.6%	733	79.5%	N/A
<b>Gender</b>							
Male	252	96.8%	256	25.8%	330	73.3%	
Female	326	97.5%	355	15.2%	403	84.6%	
<b>Racial/Ethnic Group</b>							
White	421	97.9%	415	27.0%	484	83.9%	
African American	146	95.9%	178	2.8%	229	71.6%	
Asian/Pacific Islander	6	100.0%	12	16.7%	11	72.7%	
Hispanic	4	I/S	3	I/S	6	50.0%	
American Indian/Alaskan	N/A	N/A	1	I/S	2	I/S	
<b>Disability Status</b>							
Not disabled	562	97.5%	586	20.5%	673	84.0%	
Disabilities other than speech	16	87.5%	25	0.0%	60	30.0%	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	567	97.2%	611	19.6%	N/A	N/A	
<b>English Proficiency</b>							
Limited English proficient	1	I/S	2	I/S	3	I/S	
Non-LEP	566	97.2%	609	19.7%	728	79.8%	
<b>Socio-Economic Status</b>							
Subsidized meals	76	94.7%	126	9.5%	175	60.0%	
Full-pay meals	491	97.6%	485	22.3%	558	85.7%	

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	96.9%	95.5%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	733	632
Number of Diplomas	583	491
Rate	79.5%	80.1%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	501	508	517	523	1018	1031
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	19.9	19.3	20.9	20.2	20.3	20.1	20.9	19.8	20.6	20.0
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 11,506)				
First graders who attended full-day kindergarten	83.5%	N/C	95.8%	97.2%
Retention rate	5.3%	Down from 5.5%	4.9%	5.3%
Attendance rate	97.3%	Up from 95.9%	96.4%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	14.4%		6.1%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	12.0%		5.0%	5.1%
Eligible for gifted and talented	13.5%	Down from 14.7%	16.6%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.0%	Up from 12.2%	10.4%	10.9%
Older than usual for grade	4.3%	Up from 4.2%	3.8%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.9%	Down from 2.2%	1.2%	1.1%
Enrolled in AP/IB programs	11.2%	Down from 16.7%	14.5%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	191	Down from 225	222	157
Completions in adult education GED or diploma programs	28	Down from 95	50	39
Annual dropout rate	4.5%	Down from 4.9%	3.4%	2.9%
Teachers (n= 801)				
Teachers with advanced degrees	45.2%	Up from 43.6%	52.4%	50.0%
Continuing contract teachers	85.0%	Up from 84.3%	85.6%	84.6%
Highly qualified teachers**	93.2%	N/A	93.1%	92.5%
Teachers with emergency or provisional certificates	4.1%		3.2%	4.4%
Teachers returning from previous year	91.2%	Up from 90.5%	91.2%	89.9%
Teacher attendance rate	95.6%	Down from 96.0%	95.0%	94.7%
Average teacher salary	\$41,411	Up 2.2%	\$41,411	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.0%	0.3%
Prof. development days/teacher	15.2 days	Up from 10.0 days	12.4 days	12.0 days
District				
Superintendent's years at district	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 21.5 to 1	21.7 to 1	21.0 to 1
Prime instructional time	92.1%	Up from 90.9%	89.7%	89.5%
Dollars spent per pupil*	\$7,160	Down 3.5%	\$7,064	\$7,217
Percent of expenditures for teacher salaries*	59.3%	Up from 57.3%	56.3%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	97.4%	Down from 98.0%	99.0%	97.3%
Number of schools	15	Up from 14	14	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	5.1%	Down from 8.1%	3.4%	4.3%
Average age in years of school facilities	31	No change	26	26
Number of schools with SACS accreditation	15	Up from 14	13	8
Average administrator salary	\$72,102		\$68,824	\$67,300

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.4%	92.0%
Highly qualified teachers in high poverty schools**	96.6%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	7 trustees elected to single-member seats, 2 trustees elected to at-large seats
<b>Fiscal Authority</b>	District Board/County Board/Referendum
<b>Average Number of Hours of Training Annually</b>	66.0 per board member
<b>Percent new trustees completing orientation</b>	100.0%

**DISTRICT SUPERINTENDENT'S REPORT**

We are proud of the many accomplishments our district family has achieved over the past year. The 2003-04 school year began in August with the successful opening of our two new elementary schools, McLees and Midway. January 2004 brought the reopening of our beautifully renovated South Fant Early Childhood & Education Center, and the start of renovations to West Market, our sole early childhood center for many years. When West Market reopens at the beginning of the 2005-06 school year, we will have essentially doubled our capacity to provide services to our youngest students.

Another project with the potential to bring enormous benefits to our students is the plan approved in April 2004 to establish a district-wide magnet school for the arts at Calhoun Street Elementary. The magnet school, which will open at the beginning of the 2005-06 school year, will focus on the creative arts with a performing arts component, and will also serve as a laboratory in which we will develop better arts-related instruction in all of our schools.

Another important decision made in April 2004 was to adopt a modified calendar at Varennes Elementary beginning with the 2004-05 school year. Research shows the additional school days afforded by a modified calendar help improve student achievement. Varennes will join Homeland Park Elementary as our second year-round school.

We have seen ample evidence of our students' continuing achievement this year through a variety of measures. Our district was first among South Carolina's 85 school districts in its Advanced Placement test scores. In addition, on the two most important college entrance examinations, our district posted the 15th highest SAT scores and 6th highest ACT scores among the 85 districts.

Concord Elementary was named one of four "Palmetto's Finest" schools in the state in March 2003. Concord also recently became one of only 26 public schools in the state to earn the Exemplary Writing Program Award. In addition, Homeland Park Elementary became one of only eight schools in the nation to be named a Year-Round School of Merit for the 2003-04 school year by the National Association for Year-Round Education. T.L. Hanna High, Calhoun Street Elementary, and Concord Elementary earned Palmetto Gold Awards, and Southwood Middle and South Fant Elementary earned Palmetto Silver awards. Twenty-four of our teachers earned National Board Certification, bringing our total number of teachers with this coveted designation to 72.

Our award-winning mentoring and volunteer programs continued, with more than 2,000 parents and community members contributing about 200,000 volunteer hours per year to our schools over the past two school years. Also, our Business/Education Partnership worked with more than 50 local businesses that contributed volunteer hours, in-kind contributions and financial support to our schools.

District Five Superintendent Betty T. Bagley